

2018

TEACHER INDUCTION PROGRAM

MODULE 5
DEPARTMENT OF EDUCATION

BEST | CARDNO

Contents

MODULE 6. THE SCHOOL AND COMMUNITY LINKAGES.....	1
I. SESSION 1: COMMUNITY AS A RESOURCE IN THE TEACHING-LEARNING PROCESS.....	2
A. Desired Learning Outcomes.....	2
B. Objectives:	2
C. Pre-Test.....	3
D. Glossary of Terms.....	4
E. Key Concepts.....	5
F. Activities and Assessment.....	6
G. Reflection	8
H. Post-Test	9
II. SESSION 2: THE SCHOOL AND COMMUNITY RELATIONSHIPS	10
A. Desired Learning Outcomes.....	10
B. Objectives.....	10
C. Pre-Test.....	11
D. Glossary of Terms.....	13
E. Key Concepts.....	13
F. Activities and Assessment.....	13
G. Reflection	14
III. SESSION 3: PARENTS AS TEACHERS’ PARTNERS IN THE STUDENTS’ LEARNING AND AS STAKEHOLDER OF THE SCHOOL	15
A. Glossary of Terms.....	15
B. Key Concepts.....	15
C. Activities and Assessment.....	16
D. Reflection	16
IV. SESSION 4. STRENGTHEN AND SUSTAIN GOOD RELATIONSHIPS WITH THE PARENTS/GUARDIANS AND THE WIDER COMMUNITY	17
A. Glossary of Terms.....	17
B. Key Concepts.....	17
C. Activities and Assessment.....	17
D. Reflection	18
E. Post-Test:	19
V. SESSION 5: BUILDING PARTNERSHIP AND ESTABLISHING LINKAGES	21
A. Desired Learning Outcomes.....	21
B. Objectives.....	21
C. Pre-Test.....	22

D. Glossary of Terms.....	25
E. Key Concepts.....	25
F. Activities and Assessment.....	26
G. Reflection	26
H. Post -Test	28

REFERENCES

ANSWER KEYS

MODULE 6. THE SCHOOL AND COMMUNITY LINKAGES

This domain affirms the role of teachers in establishing school-community partnerships aimed at enriching the learning environment, as well as the community's engagement in the educative process. This Domain expects teachers to identify and respond to opportunities that link teaching and learning in the classroom to the experiences, interests and aspirations of the wider school community and other key stakeholders. It concerns the importance of teachers' understanding and fulfilling their obligations in upholding professional ethics, accountability and transparency to promote professional and harmonious relationships with learners, parents, schools and the wider community.

I. SESSION 1: COMMUNITY AS A RESOURCE IN THE TEACHING-LEARNING PROCESS

A. Desired Learning Outcomes

Beginning Teacher Indicators (BTIs)	Proficient Teacher Indicators (PTIs)
<p>6.1.1: Demonstrate an understanding of knowledge of learning environments that are responsive to community contexts</p> <p>6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider community</p> <p>6.4.1 Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationship with the wider school community</p>	<p>6.1.2: Maintain learning environments that are responsive to community contexts</p> <p>6.2.2 Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.</p> <p>6.4.2 Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.</p>

B. Objectives:

- a. Describe the community where your school is located;
- b. Identify the different resources in the community that facilitate learning;
- c. Express appreciation to school community's contribution in improving the teaching-learning process; and
- d. Prepare a work plan to further enhance the understanding in using community as a resource in teaching-learning process.

C. Pre-Test

Read each of the following items. Write **T** on the blank before each number if the statement is true and **F** if it is false and write the reasons why it is false on the next line.

- _____ 1. Community is a province, town or barangay where the school is located.
- _____ 2. Community does not affect the teaching-learning process in school.
- _____ 3. Human and physical resources can be found in the community.
- _____ 4. Schools have all the resources to answer its needs.
- _____ 5. Support is manifested when people in the community became assets for the school.
- _____ 6. Environmental scanning is a tool in identifying resources that can help the teaching-learning process.
- _____ 7. Recognizing the stakeholders in the community is done to ensure all-out support from them.
- _____ 8. Teaching-learning process is acquiring necessary competencies and skills for lifelong learning.
- _____ 9. School is considered as the “laboratory of learning”.
- _____ 10. Learning environment and community contexts work in synergy.

D. Glossary of Terms

Term	Definition
Community	a barangay where the school is located. However, it may also be expanded to refer to the following; a. adjacent barangays where a significant number of children enrolled in the school come from b. Municipality/City/Ancstral domain (DepEd Order No. 44 s. 2015).It is a shared attributes of the people and/or the strength of the connections among them which led to continuous improvement.
Stakeholder	a person who has an interest or concern in the organization at hand. In terms of education, a stakeholder is someone who has a vested interest in the success and welfare of a school or education system. This includes all parties that are directly affected by the success or failure of an educational system, as well as those indirectly affected. (Roundy, 2016).
Internal stakeholders	These are those individuals or groups who directly produce and consume the product (education). These are the groups in the school like teachers, pupils, and staff.
External stakeholders	– individuals or groups who have an interest in the product, but do not produce or consume it directly. These groups are the parents, LGUs, NGOs, alumni, private organizations, and companies.
Resources	supply of money, materials, staff, and other assets that can be drawn on by a person or organization in order to function effectively (Merriam Dictionary).
Teaching-learning process	the process by which learners acquire the necessary competencies and skills for lifelong learning
Parent-Teacher Association	an organization operating in a school both in elementary and in high school. It is composed of all parents, enrolled students, Board of Directors, School Head, Teachers, and Non- Teaching Personnel (DO 54 s. 2009)
School Governing Council	sustainable governance structure in school to produce stable and effective leadership which underpins achievement of the school’s objectives. It is composed of various gov’t agencies, nongovernment agencies, students, civic and social organizations students organization, alumni, parents of students, parents of alumni, parents association, retirees, professionals in the school, basic sectors (bussiness, fisherfolk, farmers, indigenous peoples, cultural minorities and others) (DepEd SGC Manual)

E. Key Concepts

Scan your community. Filling the table below will help you get acquainted with your school community. If you have no answer for some items, just leave it blank.

Name of the Community: _____

Indicators	Description(name, quantity, location, background)
Type (urban, rural, industrial)	
Indigenous group	
Topography	
History	
Community library/Learning Resource Centers	
Religion	
Source of income	
Celebration/Feast	
Available establishments (e.g malls, bakery)	
Songs/folklores	
Local heroes	
Tourist spots/Parks	

You might be asking, “Why do I need to know about these things? “How important knowing one’s community? “How can these improve my teaching-learning process”? Well, what you are thinking will be addressed as you go through this lesson. For the meantime, park your responses because you will need them when I ask you to immerse yourself in the community.

F. Activities and Assessment

What are the available resources in your community and how can they facilitate the teaching-learning process? You may ask the help of your school head or your colleagues in data gathering or you can conduct field trip in your community.

Types of Resources	What can it offer?	How can it facilitate the teaching-learning process?
Human (PTA/SGCOfficers, LGU Officials, Local Heroes, Field Experts, etc) 1. 2. 3.		
Physical(Machines, Materials, libraries, Sports center, mall/establishment, etc) 1. 2. 3.		

After completing the activity, how do you feel? Are you motivated and inspired because you have a deeper understanding of your community?

For the next activity, read the situation below and answer the questions that follow:

Ms. Ramos is a newly hired teacher assigned in a school 15 kilometers away from the Poblacion. Upon reaching the school she found out there is nothing left in the room where she will handle the Grade 5 class. The room is bare with only 35 tablet chairs for the learners fill in the room. There is no bulletin board, teacher's table and chair, and even comfort room. How down-hearted she felt seeing the situation in her class. Her school head told her that since her class is newly organized, she must deal with the situation and that challenged her to do something about it because the school MOOE is meager and is only enough to pay for electric and water bill and other priority needs of the school. It would take a year before a budget could be allotted for the improvement of her classroom. The school even told her to "make some miracles" to improve the physical condition of her class.

Ms. Ramos contemplated on it. For quite sometimes she reflected on her school head's words. She approached one of her colleagues whose classroom is well-structured and fully equipped with the necessary materials for teaching-learning activities.

She then started organizing her homeroom PTA and showed them the situation in their classroom. She also talked to her friends and some relatives abroad. And in just 2 months she was able to make miracles!

Answer the question below

1. Why was Ms. Ramos discouraged and downhearted in her new assignment?
 2. What gave her the idea to “make miracles” in her classroom?
 3. What strategy did she employ?
 4. If you will be in a situation like that of Ms. Ramos, would you do the same? Why?
-

THE SCHOOL AS A LABORATORY FOR LEARNING

Sta. Isabel Integrated School is one of the farthest schools in a certain town. It offers Kindergarten, Elementary, Junior and Senior High School .

Mr. Santos, the school principal and his teachers have been stormed with a lot of challenges concerning the needs of the school. One of his most pressing problems is the unavailability of materials, facilities and equipment for the learners. There are no rooms for laboratory work and the school has no budget for the procurement of the materials and building laboratory rooms.

Mr. Santos met his teachers and made initial plans. They scanned the community and found out that there are establishments within the community where their learners could apply their skills. She scheduled a dialogue with the barangay officials, parents and the owners of the different establishments and together they made a plan.

To prepare their learners and provide them lifelong learning, the school heads, teachers, parents, barangay officials and local business people made a program in which the learners will enhance their skills in the different areas. During weekend, the learners were allowed to practice in the machine shop and bakery located within the barangay. The learners were also given an allowance by the store owners for their services. Students who enrolled in the agriculture strand works in the agricultural store and study the different varieties of seeds, feeds, process of planting and other activities related to agriculture. They also get part time job during planting and harvest season. The learners are also compensated.

In this way both the school and community were benefitted. The school prepares its curriculum in a way that it responds to the needs of the community. The community, on the other hand; provides laboratory for learning for learners.

1. What challenges do the school principal and the teachers face?
 2. What was the action of the school principal?
 3. How did the school community members arrest the problems?
 4. How did the community serve as a laboratory for learning?
-

G. Reflection

Ask a colleague who is capable of coaching and mentoring you on how to improve your teaching-learning process using the resources in your community. Be guided with the form below.

What are the resources in the community?	How will it be utilized in the teaching and learning process?	When will this be utilized?	EVIDENCE OF OUTCOME

H. Post-Test

Write T if the statement is true and F if it is false.

- _____ 1. Community is a province, town or barangay where the school is located.
- _____ 2. Community does not affect the teaching-learning process in school.
- _____ 3. Human and physical resources can be found in the community.
- _____ 4. Schools have all the resources to answer its needs.
- _____ 5. Support is manifested when people in the community became assets for the school.
- _____ 6. Environmental scanning is a tool in identifying resources that can help the teaching-learning process.
- _____ 7. Recognizing the stakeholders in the community is done to ensure all-out support from them.
- _____ 8. Teaching-learning process is acquiring necessary competencies and skills for lifelong learning.
- _____ 9. School is considered as the “laboratory of learning”
- _____ 10. Learning environment and community contexts work in synergy.

II. SESSION 2: THE SCHOOL AND COMMUNITY RELATIONSHIPS

A. Desired Learning Outcomes

Beginning Teacher Indicators (BTIs)	Proficient Teacher Indicators (PTIs)
6.2.1 Seek advice concerning strategies that build relationships with parents/guardians and the wider community	6.2.2 Build relationships with parents/guardians and the wider school community to facilitate involvement in the educative process.

B. Objectives

- a. Explain the roles of teachers as he/she seeks advice to the person in authority in building good relationships with parents/ guardians and the wider community.
- b. Identify and apply strategies that the school can use to build good relationships with parents/ guardians and the wider community.
- c. Strengthen and sustain the involvement of parents/guardians and the wider community in the educative process.

C. Pre-Test

Read each of the following items. Write T on the blank before each number if the statement is true and F if it is false and write the reasons why it is false on the next line.

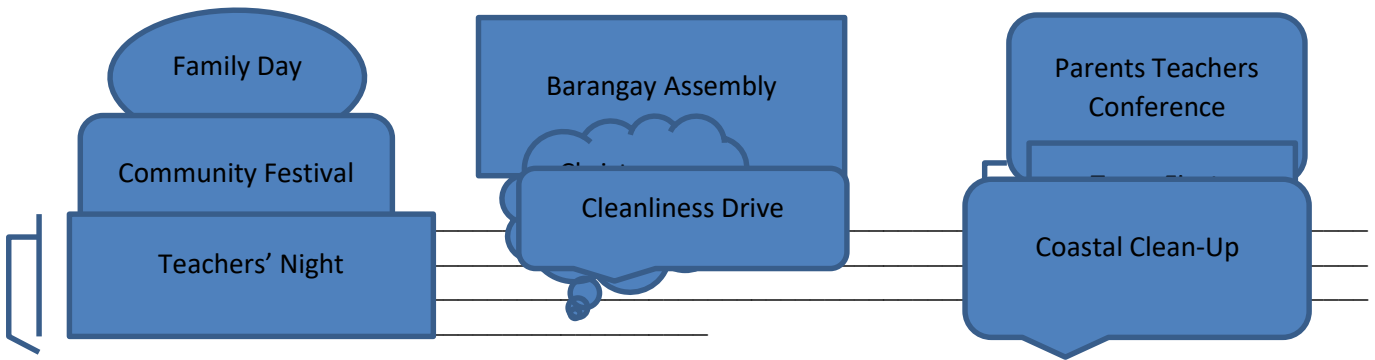
- ____ 1. We are now in the 21st century.
- ____ 2. Lecture method is still applicable for millennial learners.
- ____ 3. Teacher is the only source of knowledge at present.
- ____ 4. As an agent of change, the teacher is the most powerful person in the school and community.
- ____ 5. Twenty first (21st) century learners need differentiated instructions.
- ____ 6. Establishing linkage with the people in the community can help develop the learners.
- ____ 7. People in the community expect so much from the teacher.
- ____ 8. The 21st century teacher is someone who is a good communicator.
- ____ 9. The teacher and the people in the community are expected to work hand in hand to ensure students' success in school.
- ____ 10. Different people have different motives and aspirations but if they understand the school's direction they can help the teaching-learning process succeed.

Inside the box is terms that are closely related to teachers and parents relationship. Choose the correct term to complete each of the sentences that follow:

two-way communication first call society
phone call healthy parents and teachers

1. Good _____ between families and schools is necessary for your students' success.
2. The more _____ share relevant information with each other about a student, the better equipped both will be to help the student achieve academically.
3. The establishment of effective school-home communication has grown more complex as _____ has changed.
4. Establishing contact may occur by means of an introductory _____ or a letter to the home introducing yourself to the parents and establishing expectations.
5. As a new teacher, it is difficult to make the _____ to a parent or guardian.
Developing a _____ parent-teacher relationship is a great way to improve your child's performance in school.

Inside each call out below is an activity in school and in the community. Number them according to your priority where 1 is the most priority and 9 as your least priority. Write your insights on the space provided based on your prioritization.



D. Glossary of Terms

Term	Definition
Teacher	a critical thinker, good communicator and effective collaborator and has the ability to learn with technology
Roles	the various tasks the internal and external stakeholders can do in the school community
Agent of change	someone who facilitates change for school improvement
Legal Counsel	a person who gives advice
Person of Authority	someone who is empowered to manage and supervise the teaching-learning process in the school
Multitasking	concept of performing multiple activities or processes over a certain period of time by executing them at one time
Linkage	establishing connections to the people in the community
Expectations	a belief that someone should achieve something

E. Key Concepts

1. Today's educational endeavor needs a multitasking teacher who can respond to the needs of the present time. This teacher is expected to be facilitator of learning, a sharer of knowledge, an agent of change, a legal counsel and a person in authority. His/her roles are not only limited in the four walls of the classroom but he/she needs to establish linkages with the people in the community. The people in the community where the school is located believe that he/she can do something in the achievement of the school goals.

2. Thus, a beginning teacher seeks advice in finding ways to collaborate with the community in all aspects of endeavors in the educational process. Establishing linkages with parents/guardians and the wider community can be done through consultations and involvement in decisions that would contribute to the success of school's programs, projects and activities; utilizing the documents needed in entering into partnerships; as such Memorandum of Understanding (MOU), Memorandum of Agreement (MOA), Letters, etc. All these will facilitate effective communication in building good relationships with parents and a wider community.

3. As a teacher you must be ready to collaborate and seek advice to the human resources inside and outside the school.

F. Activities and Assessment

Case Analysis No. 1

The barangay chairman in the community where your school is located comes to your school and requested you to render a song in the annual barangay day celebration. It so happened that you are not very good in singing. How will you respond to the request of the barangay chairman?

Case Analysis No. 2

Mr. Gregorio L. Ocampo, the father of Walter who is one of your learners, visited your school at 6:30 in the morning and was angry about what happened to his child the other day. According to Mr. Ocampo, his son went home with a bruise on his arm

due to quarrel with one of his classmates during your class period. How would you react to the angry parent?

Case Analysis No. 3

You were assigned to teach Computer Literacy in your new school. Though you know basic information about computer, you are fully aware that your knowledge about it is still limited. You came to know that one of your parents in school is an ICT coordinator in the school division. How will you approach the parent? You know that there are documents to accomplish as you respond to the situation, what will you do as a beginning teacher?

Case Analysis No. 4

You came to a remote school without a gate and even a fence that would help secure the children in the school. How would you start accomplishing the project? Who are the people you need to approach in doing so? Why?

After the first part of the lesson, work in partnership with your school head and ask how you will respond to the following situations.

1. A mother came in and hit the child who was seated beside her daughter while you were in front of the class teaching, what will you do?
2. A group of parents organized themselves and bought a very big television for your classroom without your knowledge. How will respond to the situation?
3. Being an agent of change—though a beginning teacher—you believe that you can contribute in the success of the school's programs and projects, how will you do it?
4. You are very good in organizing events but in your school's activities, it is always the parents who organize programs. You want to share in the success of the activities. What could you do?

G. Reflection

Journal Writing

III. SESSION 3: PARENTS AS TEACHERS' PARTNERS IN THE STUDENTS' LEARNING AND AS STAKEHOLDER OF THE SCHOOL

A. Glossary of Terms

Term	Definition
Academic Program	the various subjects the child is going to undertake in the school year.
Benefits	the profits gained from the strong relationship of teachers and students.
Communication Skill	- the ability of the teacher to establish connection with the parents through proper communication
Motivation	an act of encouraging the parents for them to cooperate in school activities.
Partnership	working together for a common benefit. It is a mutual understanding between two entities to achieve a desired outcome. It is an effort to engage communities and stakeholders in achieving desired goals
Student's Performance	the students' academic and co-curricular performance in school.

B. Key Concepts

1. Positive parent-school communications benefit parents. The manner in which schools communicate and interact with parents affects the extent and quality of parents' home involvement with their children's learning. For example, schools that communicate not so good news about students' performances more often than recognizing students' excellence will discourage parents' involvement by making them feel they cannot effectively help their children.
2. Parents also benefit from being involved in their children's education by getting ideas from school on how to help and support their children, and by learning more about the school's academic program and how it works. Most importantly perhaps, parents benefit by becoming more confident about the value of their school involvement. Parents develop a greater appreciation for the important role they play in their children's education.
3. Substantial evidence exists showing that parent's involvement benefits students, including raising their academic achievement. There are other advantages for children when parents become involved — namely: increased motivation for learning, improved behavior, more regular attendance, and a more positive attitude about homework and school in general.
4. Parental involvement can free teachers to focus more on the task of teaching children. Also, by having more contact with parents, teachers learn more about students' needs and home environment, which is information they can apply toward better meeting those needs. Parents who are involved tend to have a more positive view of teachers, which results in improved teacher morale.

C. Activities and Assessment

- A. Reflect on your previous engagements/interactions with the parents/guardians and wider community in your school's programs, projects and activities. Write down on the space provided below, at least five ways on how you were able to establish partnership with the parents/ guardians or wider community.
- B. Visit at least five elders/leaders in the community and ask the ways on how they were and can be effectively engaged in school programs and projects. Record their answers.
- C. Work on this activity with a partner teacher (maybe a Master Teacher or Teacher III) who is already staying in the same school for a long time. Evaluate each situation and determine if the described behavior of a teacher manifests partnership. Show a thumbs up to your partner if you think the situation stated below manifests partnership and a thumbs down if you think it is not.

- _____ 1. Mrs Lopez, a Grade 4, teacher conducted a meeting with her high school classmates and presented her project proposal on coming up with a LCD projector and a laptop for instructional purposes.
- _____ 2. Mr. Aguas wanted to donate a water dispenser to the Grade I class of Ms. Noble. He sent letter to the teacher informing her of his intention but Ms. Noble just ignored the letter.
- _____ 3. It has been Mr. Antonio's dream to organize a drum and lyre group for the learners in his school. Mr. Antonio asked permission from his principal to source fund from his relatives and friends in which the principal allowed. After a year, Mr. Antonio was able to organize the drum and lyre group with complete instruments.
- _____ 4. A foundation of widows from the community but living in the US is coming up with a project of providing all learners in the school complete set of school supplies. The principal, Mrs. Cabrera required the attendance of all teachers in MOA signing at the principal's office. It is also a way of forging stronger partnership with the community. Mr. Datul did not attend the said activity saying it's just a waste of time.
- _____ 5. Mr. de Guzman is handling TLE class specializing in machining. The school has no available equipment for the learners to use. Mr. de Guzman coordinated with the owner of a machine shop in the locality. He allowed the use of his machine shop between 4:00-5:00 in the afternoon and three times a week only.

D. Reflection

“How will I develop my interpersonal skill so that I continue dealing with and getting support from the PTA?”

IV. SESSION 4. STRENGTHEN AND SUSTAIN GOOD RELATIONSHIPS WITH THE PARENTS/GUARDIANS AND THE WIDER COMMUNITY

A. Glossary of Terms

Term	Definition
Bond	strong connections among teachers, parents/guardians and wider community
Forum	an avenue for the discussion of issues and solutions by the parents and teachers
Common interest	the benefits of everyone
Mechanism	process to produce a particular result
PTA	an acronym which stands for Parents Teachers Association

B. Key Concepts

1. As stipulated in DepEd Order No. 54, s. 2009, every elementary and secondary school shall organize a Parents-Teachers Association (PTA) to provide a forum for the discussion of issues and their solutions related to the total school program and to ensure the full cooperation of parents in the efficient implementation of such program.
2. Every PTA shall provide mechanisms to ensure proper coordination with the members of the community, provide an avenue for discussing relevant concerns and provide support to the school for the promotion of their common interest. Standing committees may be created within the PTA organization to coordinate with community members. Regular fora may be conducted with local government units, civic organizations, and other stakeholders to foster unity and cooperation.
3. There is a need to build the strong bond among the teachers parents/guardians and wider community through PTA. More than this, sustaining the school and community relations is a great challenge to the teachers in school. How can teachers build the strong bond with the parents in the community? How can teachers sustain the smooth relationship with the community?

C. Activities and Assessment

The following scrambled letters in the first column of the table when rearranged will form the name of activities that can build a strong connection between teachers and students and help sustain the school and community relations. Help me arrange these letters to form the words. Write your answer on the space provided, second column.

MIFALY YAD	
COGRENOITNI AYD	
MASTSIRCH YAD	
TIONDUAGRAD YAD	

RENTPA HERTEAC RENCECONFÉ	
GADABRI WELAESK	

Given the activities above, think of ways on how you can provide an opportunity for rewards and recognition for each activity. Design a program for each.

Write an Action Plan in which you can fully sustain good relationships and partnerships with parents/guardians and wider community following the format below.

School Project	Objectives	Activities	Time Frame	Human Resources (in-charge)	Financial Resources	Source of Funds

D. Reflection

What are my potentials that would enhance strong partnership and good relationships with the parents/ guardians and the wider community?"

E. Post-Test:

Read each of the following items. Write **T** on the blank before each number if the statement is true and **F** if it is false and write the reasons why it is false on the next line.

- ____ 1. We are now in the 21st century.
- ____ 2. Lecture method is still applicable for millennial learners.
- ____ 3. Teacher is the only source of knowledge at present.
- ____ 4. As an agent of change, the teacher is the most powerful person in the school and community.
- ____ 5. Twenty first (21st) century learners need differentiated instructions.
- ____ 6. Establishing linkage with the people in the community can help develop the learners.
- ____ 7. People in the community expect so much from the teacher.
- ____ 8. The 21st century teacher is someone who is a good communicator.
- ____ 9. The teacher and the people in the community are expected to work hand in hand to ensure students' success in school.
- ____ 10. Different people have different motives and aspirations but if they understand the school's direction they can help the teaching-learning process succeed

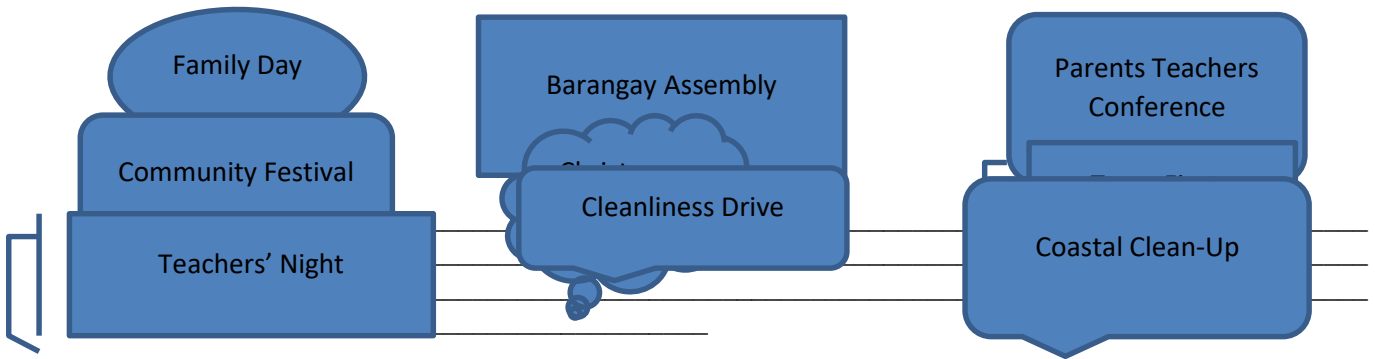
Inside the box is terms that are closely related to teachers and parents relationship. Choose the correct term to complete each of the sentences that follow:

two-way communication first call society
phone call healthy parents and teachers

- a. Good _____ between families and schools is necessary for your students' success.
- b. The more _____ share relevant information with each other about a student, the better equipped both will be to help the student achieve academically.
- c. The establishment of effective school-home communication has grown more complex as _____ has changed.
- d. Establishing contact may occur by means of an introductory _____ or a letter to the home introducing yourself to the parents and establishing expectations.
- e. As a new teacher, it is difficult to make the _____ to a parent or guardian.
Developing a _____ parent-teacher relationship is a great way to improve your child's performance in school.

“PRIORITIZE ME”

Inside each call out below is an activity in school and in the community. Number them according to your priority where **1** is the most priority and 9 as your least priority. Write your insights on the space provided based on your prioritization.



V. SESSION 5: BUILDING PARTNERSHIP AND ESTABLISHING LINKAGES

A. Desired Learning Outcomes

BTI 6.4.1	PTI 6.4.2
Demonstrate knowledge and understanding of school policies and procedures to foster harmonious relationship with the wider school community	Comply with and implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders.

B. Objectives

- a. Understand the policies and procedures of the programs on school and community partnership
- b. Identify the provisions for programs that promote school and community relations
- c. Identify your school's key partners and stakeholders
- d. Describe concrete ways or steps of collaborating with a potential partner/stakeholders
- e. Evaluate your involvement in specific activities that promote school and community partnership
- f. Cite concrete ways to maximize your participation/ involvement in school and community partnership activities

C. Pre-Test

Check the corresponding box which shows your knowledge on the given program using the scale:

- 5 – Completely Understood
- 4 – Almost All Provisions are Understood
- 3 – Half of the Provisions are Understood
- 2 – Somewhat Understood
- 1 – Don't Know

PROGRAMS	1	2	3	4	5
1. BrigadaEskwela					
2. Adopt-A-School Program					
3. School Governing Council (SGC)					
4. K to 12 Partnerships					
5. School-Based Management					
6. Parent-Teacher Association					
7. Disaster Risk Reduction and Management					
8. School-Based Feeding Program					
9. Gulayan Sa Paaralan					
10. Reading Program					
11. Peace Education					

Identify the provisions or activities for each program by writing the letter of the program that corresponds to your answer on the space provided before each number.

- A. Adopt-A-School Program
- B. Guidelines on K to 12 Partnerships
- C. BrigadaEskwela
- D. School-Based Management
- E. Guidelines Governing Parent-Teachers Association
- F. Disaster Risk Reduction and Management
- G. School-Based Feeding Program
- H. GulayansaPaaralan

- _____ 1. Memorandum of Agreement signing by the restaurant owner and the school head for the immersion for SHS students in Cookery.
- _____ 2. A coordination meeting was conducted between the Head of Fire Department, Police Safety Officer, and the School Coordinator for Safety and Disaster Risk Reduction.
- _____ 3. The LGU supplies seeds for cabbage, tomato, beans and sili green for the garden of Malaya Elementary School.
- _____ 4. A nongovernment organization has donated a two-storey building for the newly-established IPED School in a nearby sitio.
- _____ 5. The parents' organization has sponsored a medical and dental mission to Balite Elementary School during the second quarter of the school year.
- _____ 6. The barangay LGU has issued a resolution to close any internet café if pupils/students are seen engaging into it during class hours. This is in support of the school's objective to keep the learners in school during class hours.
- _____ 7. An organization of alumni from a private school pledge an amount of P10,000.00 monthly to support the school's program to provide nutritious food to pupils.
- _____ 8. The Tricycle Drivers Association in PurokSison volunteered to build a concrete fence for the school to ensure safety for the learners before the classes start in June.

Give the meaning of the following acronyms. Write your answers on the space provided.

- 1. **BE**
- 2. **ASP**
- 3. **GO**
- 4. **NGO**
- 5. **LGU**
- 6. **SGC**
- 7. **PPP-**
- 8. **SBFP**
- 9. **DRRM**

Read the following Issuances:

- DepEd Order No. 54 s. 2009 (Revised Guidelines Governing PTA)
- DepEd Order No. 50, s. 2011 (Disaster Risk Reduction and Management)
- DepEd Memo. No. 12, s. 2006 (BrigadaEskwela)
- DepEd Order No. 40, s. 2015 (Guidelines on K to 12 Partnerships)
- DepEd Memo. No. 293, s. 2007 (Gulayan Sa Paaralan)
- DepEd Order No. 83, s. 2012 (School-Based Mangement)
- DepEd Order No. 87, s. 2012 (School-Based Feeding Program)
- RA 8525 (Adopt-A-School Program)

List all programs in your school relating to school and community partnerships. Identify the partners or stakeholders from the wider community.

PROGRAMS	PARTNERS
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	

Analysis:

1. How did you find the activity?
2. What did you feel when you identify programs or policies in your school including the respective partners from the community? Was it easy or difficult? Why?
3. What insight/s did you learn?

D. Glossary of Terms

Term	Definition
Policies and procedures	guiding rules and strategies prescribed by the department of education in undertaking various programs, activities and projects in school
Harmonious relationship	a respectable and mutual understanding between the school and its stakeholders
Community involvement	the level of engagement of the people or organization in the school activities
Support system	the people who give support to the school in terms financial, networks of goods, services, personnel, and organizations to sustain the implementation of the programs and projects (PAPS) in school
School goals and objectives	guiding principles of the school anchored on the department's vision, mission and core values which serve as basis for planning, developing and implementing various programs and projects
SBM	or School Based Management is a type of governance of in school directly managed by the school heads

E. Key Concepts

1. Policies and procedures provide mechanism and guidance in implementing various programs, activities and projects that calls for partnership with the private sector.
2. Policies and procedures serve as guiding principles of the teachers in establishing linkages and partnerships with stakeholders
3. Continuous involvement in planning, organizing and implementing plans and programs of the school is needed to achieve the desired learning outcomes.
4. Good relationship is necessary towards the improvement of the school which will benefit the school populace in general.
5. BrigadaEskwela or School's Maintenance Week is an annual program of the department of education implemented in schools that gathers support from various stakeholders making our schools ready for the opening of classes.
6. Adopt-A-School Program encourages private sectors and other non-government organizations and individuals to build partnerships with the public schools for the needed support.
7. Deped Order No. 40, s. 2015- Guidelines on the K to 12 Partnerships with focus on work immersion opportunities for public Senior High School learners.
8. School-Based Management- a form of management practice which is characterized by shared accountabilities, shared responsibilities and shared governance in school with the stakeholders.
9. Guidelines on Governing Parents-Teachers Association (PTA) – allows the organization of Parents and Teachers Association to provide a forum of discussion of issues and their solutions related to the total school program and to ensure the full cooperation of parents in the efficient implementation of such program.
10. Disaster Risk Reduction and Management – mandates all national government agencies including DepED to institutionalize the culture of safety at all levels and this gives opportunities for the department to coordinate with the LGU and the community to ensure readiness for safety in times of emergency.

11. School-Based Feeding Program – addresses the malnutrition problem and short term hunger among public school children. This calls for financial support to augment the budget for the program and schools may link with stakeholders for assistance.
12. Gulayan Sa Paaralan – seeks to raise the level of public consciousness on the health and nutritional dimension as well as economic benefit of establishing school, household and community gardens. Guarding the garden against the grass-eating domesticated animals can be a great support from the community.

F. Activities and Assessment

Directions: Study each case presented below and identify what activities/steps you will take in response to the situation.

Case Analysis No. 1

From the training on Developing 21st Century Learners, you realized the need of an LCD Projector which is a non-eligible expenditure in the School MOOE in your classroom instruction. Your Homeroom PTA could not afford to purchase such. What steps will you take to address the problem?

Case Analysis No. 2

You are designated as one of the members on the Committee on Resource Generation during BrigadaEskwela. What concrete steps will you take to get the support of the private organizations in your community?

Case Analysis No. 3

You are a newly-hired teacher who is tasked by your School Principal to persuade a potential benefactor from the private sector to adopt your school through the Adopt-A-School Program of DepEd. What actions will you take to convince the said benefactor?

G. Reflection

Complete the following to show what you have learned on this session.

1. The stakeholders who could help achieve the school goals and objectives are _____.
2. It is important to foster good working relationship with the community because _____.
3. The school can foster effective and sustainable partnership with the community by _____.

My Involvement

SELF-EVALUATION: Evaluate your involvement in specific activities that promote school and community relationships. Use the scale below:

- 4 – Outstanding
- 3 – Very Satisfactory
- 2 – Satisfactory
- 1 – Needs Improvement
- NA – Not Applicable

Note: You may fill in other programs not indicated below.

Programs	Encircle your level of involvement.
1. Adopt-A-School Program	4 3 2 1 NA
2. BrigadaEskwela	4 3 2 1 NA
3. School Governing Council	4 3 2 1 NA
4. K to 12 Partnerships for SHS	4 3 2 1 NA
5. School-Based Management	4 3 2 1 NA
6. Parent-Teacher Assiciation	4 3 2 1 NA
7. Disaster Risk Reduction & Management	4 3 2 1 NA
8. School-Based Feeding Program	4 3 2 1 NA
9. Gulayan Sa Paaralan	4 3 2 1 NA
10. Reading Program	4 3 2 1 NA
11. Peace Education	4 3 2 1 NA
12.	4 3 2 1 NA
13.	4 3 2 1 NA
14.	4 3 2 1 NA
15.	4 3 2 1 NA
16.	4 3 2 1 NA
17.	4 3 2 1 NA
	Gen. Average: _____

Journal writing activity: *What can I do more?*

1. How will I establish strong partnerships and linkages with the public and private stakeholders?
2. How will I sustain partnerships with my stakeholders?
3. Cite concrete ways to maximize your participation/ involvement in the implementation of school policies and/or activities to promote strong and harmonious collaboration between the school and community.

H. Post -Test

Check the corresponding box which shows your knowledge on the given program using the scale:

- 5 – Completely Understood
- 4 – Almost All Provisions are Understood
- 3 – Half of the Provisions are Understood
- 2 – Somewhat Understood
- 1 – Don't Know

PROGRAMS	1	2	3	4	5
1. BrigadaEskwela					
2. Adopt-A-School Program					
3. School Governing Council (SGC)					
4. K to 12 Partnerships					
5. School-Based Management					
6. Parent-Teacher Association					
7. Disaster Risk Reduction and Management					
8. School-Based Feeding Program					
9. Gulayan Sa Paaralan					
10. Reading Program					
11. Peace Education					

Identify the provisions or activities for each program by writing the letter of the program that corresponds to your answer on the space provided before each number.

- A. Adopt-A-School Program
- B. Guidelines on K to 12 Partnerships
- C. BrigadaEskwela
- D. School-Based Management
- E. Guidelines Governing Parent-Teachers Association
- F. Disaster Risk Reduction and Management
- G. School-Based Feeding Program
- H. GulayansaPaaralan

- _____ 1. Memorandum of Agreement signing by the restaurant owner and the school head for the immersion for SHS students in Cookery.
- _____ 2. A coordination meeting was conducted between the Head of Fire Department, Police Safety Officer and the School Coordinator for Safety and Disaster Risk Reduction.
- _____ 3. The LGU supplies seeds for cabbage, tomato, beans and sili green for the garden of Malaya Elementary School.
- _____ 4. A non-government organization has donated a two-storey building for the newly-established IPED School in a nearby sitio.
- _____ 5. The parents' organization has sponsored a medical and dental mission to Balite Elementary School during the second quarter of the school year.
- _____ 6. The Barangay LGU has issued a resolution to close any internet café if pupils/students are seen engaging into it during class hours. This is in support of the school's objective to keep the learners in school during class hours.
- _____ 7. An organization of alumni from a private school pledge an amount of P10,000.00 monthly to support the school's program to provide nutritious food to pupils.
- _____ 8. The Tricycle Drivers Association in PurokSison volunteered to build a concrete fence for the school to ensure safety for the learners before the classes start in June.

References

- American Federation of Teachers. *Building Parent-Teacher Relationships*.
<http://www.readingrockets.org/article/building-parent-teacher-relationships>
- Child Development Institute. *Establishing A Parent-Teacher Relationship*.
https://childdevelopmentinfo.com/learning/parent_teacher/#.WYLhvmLyvIU
- Edglossary.org. <https://www.edglossary.org/>
- Edutopia. https://www.edutopia.org/discussion/15-characteristics-21st-century-teacher
- Government of the Philippines. Department of Education. A Manual on School Governing Council. Manila.
<https://depedzn.net/files/downloads/SchoolGoverningCouncilManual.pdf>
- Government of the Philippines. Department of Education. 2006. *BrigadaEskwela. DepEd Memo*. No. 12, s. 2006. Manila.
- . 2009. Revised Guidelines Governing PTA. *DepEd Order* 54 s. 2009. Manila.
- . 2015. Guidelines on K to 12 Partnerships. *DepEd Order* No. 40, s. 2015. Manila.
- . 2007. Gulayan Sa Paaralan. *DepEd Memo*. No. 293, s. 2007. Manila.
- . 2011. Disaster Risk Reduction and Management. *DepEd Order* No. 50, s. 2011. Manila.
- . 2009. Revised Guidelines Governing PTA. *DepEd Order* No. 54 s. 2009. Manila.
- . 2012. School-Based Mangement. *DepEd Order* No. 83, s. 2012. Manila.
- . 2012. School-Based Feeding Program. *DepEd Order* No. 87, s. 2012. Manila.
- Government of the Philippines. 2001. An Act Instituting A Framework Of Governance For Basic Education, Establishing Authority And Accountability, Renaming The Department Of Education, Culture And Sports As The Department Of Education, And For Other Purposes. *Republic Act* No. 9155. Manila.
- . 1998. Adopt-A-School Program. *Republic Act* No. 8525. Manila.
- . 2001. Anti-bullying Act. *Republic Act* No. 10627. Manila.
- Leaders for Tomorrow Schools. *The Importance of School and Community Collaboration*.
https://www.michigan.gov/documents/The_Importance_of_School_and_Community_Collaboration_156613_7.pdf
- Merriam-Webster.com. [www. m-w.com](http://www.m-w.com)
- NEAP. *SHDPFC Module on Partnership*. NEAP Program Package.
- O’Keefe, B. *5 Steps to Better School/Community Collaboration*. Edutopia.
<https://www.edutopia.org/blog/school-community-collaboration-brendan-okeefe>
- Seen. *School-Community Collaboration*. <http://www.seenmagazine.us/Articles/Article-Detail/articleid/1298/-school-8212-community-collaboration>
- Study.com. Stakeholder in education. <http://study.com/academy/lesson/what-is-a-stakeholder-in-education-definition-examples.html>
- Teach. *Teachers Are Role Models*. <https://teach.com/what/teachers-change-lives/teachers-are-role-models/>

Answer Keys

Session 1:

Pre-Test/Post-Test

1.T

2.F

3.T

4.F

5.T

6.T

7.F

8.T

9.F

10.T

Possible Answers to Activity 1.2

1. Ms. Ramos was discouraged and down-hearted because her classroom is bare and is not conducive to teaching-learning activities; and the school could not give her the resources she needs due to limited budget.
2. The advice coming from her co-teacher gave her the idea to partner with the community members, particularly the organized homeroom PTA. She also extended partnering with her friends and family.
3. Partnership. She was able to work with the PTA. Together they planned and implemented the plan successfully.

4. Yes. In today's context educating our learners is a shared responsibility. It is a responsibility of the parents, the school, and the community through partnership. Partnership brings about quality learners.

Answers to Activity 1.3

1. No provision for facilities, equipment and classroom laboratory for Senior High School TVL learners
2. The school principal together with the SHS teachers conducted environmental scanning. They presented the problem to the local officials, parents and business community.
3. They prepared a plan and came up with immersion. The community served as laboratory for learning.
4. How did the community serve as a laboratory for learning?

Students applied the competencies they learned in school in the different establishments aligned with their specialization.

Session 2

–No Answers–

Session 3:

- | | | | | |
|----|------|------|------|-------|
| I. | 1. T | 4. F | 7. T | 10. T |
| | 2. F | 5. T | 8. T | |
| | 3. F | 6. T | 9. T | |

II.

1. Family Day
2. Recognition Day
3. Christmas Day

4. Graduation Day
5. Parent Teacher Conference
6. BrigadaEskwela

III.

1. two way communication
2. parents and teachers
3. society
4. phone call
5. first call
6. healthy

Session 4:

Answers to Pre-Test and Post-test

B.

1. B
2. F
3. H
4. A
5. E
6. D
7. G
8. C

Answers to Priming Activity

DO YOU KNOW ME?

1. BE - BrigadaEskwela
2. ASP - Adopt-A-School Program
3. GO's - Government Organizations
4. NGO's - Non-Government Organizations

- 5. LGU - Local Government Unit
- 6. SGC - School Governing Council
- 7. PPP - Public-Private Partnerships
- 8. SBFP - School-Based Feeding Program
- 9. DRRM - Disaster Risk Reduction and Management

Session 5:

- ***No Answer*** -

Acknowledgment

TEACHER EDUCATION COUNCIL

Ex-Officio Chairman

Sec. Leonor Magtolis Briones

Ex-Officio Members

Hon. Prospero De Vera III

Hon. Teofilo Pilando

Hon. Guiling Mamondiong

Hon. Virgilio Almario

Regular Members

Dr. Lourdes R. Baetiong

Dr. Lorina Y. Calingasan

Dr. Evelyn G. Chavez

Dr. Allan B. De Guzman

Dr. Myrna B. Libutaque

Dr. Rita May P. Tagalog

TEACHER EDUCATION COUNCIL SECRETARIAT

Dr. Runvi V. Manguerra

Jayson A. Peñafiel

Rex Augus M. Fernandez

Jun M. Garcia

Maricel B. Flores

BASIC EDUCATION SECTOR TRANSFORMATION

Ms. Kaye Cox

Ms. Allison Atwell

Ms. Soledad Lecaroz

Dr. Twila G. Punsalan

PARTICIPANTS IN THE WRITESHOPS

DepEd Central Office

Joanna Christina Sta. Isabel

Jona Kirsten M. Valdez

Cordillera Administrative Region

Jennifer P. Ande

Sonia D. Dupagan

Asuncion C. Saguio

Region 1

Philip John Gregory G. Aldos

Anselmo R. Aludino

Ma. Theresa M. Bautista

Dinah C. Bonao

Ronie D. Bonao

Raymond T. Bustamante
Marilu N. Cardenas
Mari Sailani G. De Leon
Rica A. Perez

Region 2

Melany M. Asuncion
Sheryl Marivi M. Alindayu
Eduardo Jr. C. Escorpiso
Maricel S. Franco
Alexander G. Geronimo
Norma C. Guillermo
Rachel R. Llana
Jerry B. Sario
Emeyn L. Talaue

Region 3

Helen R. Bose
Ma. Editha R. Caparas
Lauro L. Lagman
Imelda P. Macaspac
Jerome N. Manansala
Ariel T. Perez
Rhoda T. Razon
Edgardo S. Serrano

CALABARZON

Lerma I. Flandez
Jennifer E. Lopez
Viernalyn M. Nama
Luz E. Osmeña
Cristina C. Salazar
Chinita A. Tolentino
Erma S. Valenzuela

MIMAROPA

Ronald S. Brillantes
Florinda B. Dimansana
Jesusa C. Iglesias
Laida L. Mascareñas
Rafael G. Manalo
Leah G. Rondael
Eric G. Teñoso
Elbert R. Tolentino

Bicol Region

Ernie M. Baranquel
Wilfredo J. Gavarra
Nympha D. Guemo
Noel V. Ibis
Erlyn D. Moises
Sancha M. Nacion
Jilly L. Roces

Mai Anne D. Rondola

National Capital Region

Rosalie E. Bongon
Jenilyn Rose B. Corpuz
Cora C. Manansala
Maria Teresa A. Namoro
Genia V. Santos
Gemma D. Villanueva
Jennifer F. Vivas

Region 6

Renato T. Ballesteros
Leonerico E. Barredo
Toribio M. Berano
Roel F. Bermejo
Josanlo M. Caldera
Marilyn N. Galvez
Samuel J. Malayo
Dency Grace A. Padillon
Gladys D. Sales
Jonel D. Sembrano
Schubert C. Sialongo
Leilanie F. Sindingan

Region 7

Wlifreda D. Bongalos
Misael G. Borgonia
Elena S. De Luna
Gregorio Cyrus R. Elejorde
Doris F. Esmero
Nicetas D. Fudolin
Leah M. Gaudiel
Neilsor R. Gonzales
Raylene S. Manawatao
Maria Ligaya G. Panganiban
Elaine F. Perfecio
Nilita L. Ragay
Nonale Q. Resoor
Rosemarie A. Vailoces

Region 8

Amor O. Abando
Jason V. Ang
Cristito A. Eco
Lyndon B. Macato
Henrietta T. Managbanag
Josemilo P. Ruiz
Harvie D. Villamor

Region 9

Marietta R. Anhaw
Lida A. Borongan
Filma B. Catalan

Majarani M. Jacinto
Elesio m. Maribao
Roy C. Tuballa
Visminda Q. Valde

Region 10

Olga C. Alonsabe
Raymund S. Antolo
Omar Q. Hussien
Rebecca P. Postrano
Mitchell V. Rodriguez
Para D. Talip
Jean G. Veloso

Region 11

Raymond S. Aquino
Josie T. Bolofer
Danilo M. Canda
Lorenzo E. Mendoza
Alma D. Mercado
Antonio Jr. R. Pasquito
Nor-ain S. Sani
Angelita G. Suelta
Florence G. Victoria

Region 12

Zaida N. Abiera
Leonardo M. Balala
Ofelia C. Beton
Shirley S. Bulosan
Regan B. Dagadas
Romelito G. Flores
Grace Patrice M. Mondragon
Macario C. Ontal
Antonio R. Pasigado Jr.

CARAGA

Isidro M. Biol Jr.
Ma. Fe C. Climaco
Fluellen L. Cos
Flordelisa R. Dalin
Karen L. Galanida
Angelita A. Kuizon
Edmund D. Mendoza
Ma. Teresa M. Real
Roy S. Rele

ARMM

Fatima B. Abubakar
Agnes D. Manampan
Edna S. Pasandalan
Helen A. Piol
Edna S. Purong